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ABSTRACT

Child development programs at the 103 California community colleges were studied to justify and demonstrate the need for continued project development of on-campus laboratory facilities. Information, collected from college catalogs, directories, and telephone interviews with college personnel, was analyzed to clarify confusing terminology and to show the complexity of multi-jurisdictional relationships, the differences between child development instruction and child care services, the availability of child development programs, curriculum structures, and personnel implications. Report findings show that confusion between "child development" and "child care" during legislative hearings hindered child development funding. Raw data revealed that community college students in child development programs made up 9% of the full-time enrollment; that 95% of the colleges provided child development instruction; that a typical college offered 12 courses, though the range was from four to 44; and that courses were administered under a variety of department headings. Evaluative data demonstrated the need for student laboratory experience, and the benefits of on-campus rather than off-campus training. Recommendations for the reorganization of program leadership at the college level and for uniform state administration of child care and child development programs by the Chancellor's Office are included in the study report. (Author/JP)

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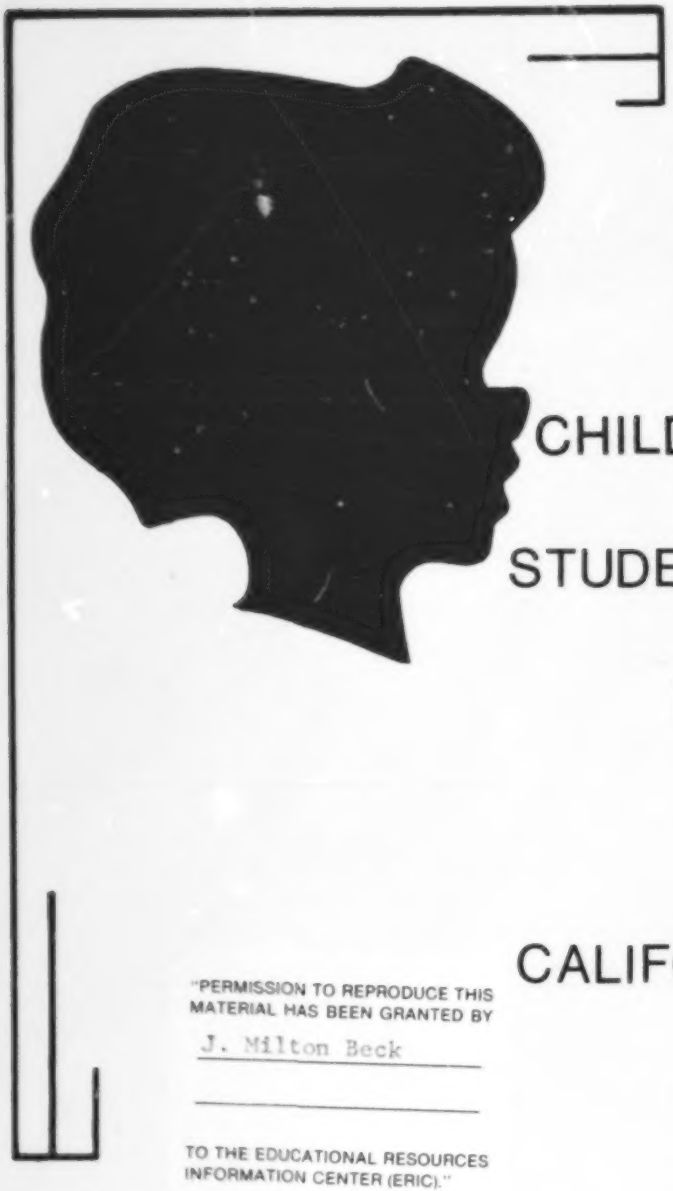

STATUS OF CHILD DEVELOPMENT STUDENT INSTRUCTION PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES

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February 1979

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FOREWORD

The members of the California State Legislature, as a matter of general policy, especially in legislative hearings, have continuously, insistently, and systematically requested factual information on public education. Status information on California Community Colleges has been requested on numerous occasions. Specific information justifying funding for child development capital outlay in 1977-78 was provided on a project basis, but not statewide. During the same period, a "Supplemental Report to the 1977-78 Budget Act," requested the Legislative Analyst to review educational programs conferring the Children's Center Permit or the Child Development Associate or Equivalent training.

The Legislative Analyst published a report,[1] with data partially obtained from the Chancellor's Office. In general, the report was poorly developed, lacked strong supporting field data, and recommended against the support of child development programs on campus, student instructional laboratory programs, and any proposed capital construction to house such programs. The report states:

> There is no compelling evidence which indicates overall superiority of on-campus laboratories for child development training. Therefore, we do not believe the state should provide capital outlay funds for on-campus laboratories at the present time.

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[1] "Child Development Training Programs at California's Community Colleges," Sacramento: Legislative Analyst, October 1977, p. 4.

The Legislative Analyst's report is an incomplete, inadequate, and unacceptable description of instructional needs and field practices. The report failed to provide in-depth information about a significant instructional segment of the California Community Colleges.

What is not so well understood by many citizens, administrators, and legislators is the complex maze of overlapping functions, responsibilities and funding resulting from a legislative division of child-related programs between the Chancellor's Office and the State Superintendent of Public Instruction in 1967. The problem is further complicated by the federal government requirement to have a single statewide administrative head for the dispersing of federal funds. Clearcut coordination and definite clarification has been needed for a decade. The problem is further complicated by the rapid development of an extensive statewide child care program having ramifications spreading into many communities, colleges, and districts. The presence of child development instructional programs for college students and child care programs on the same campus, together with overlapping attendance areas, teachers and administrators, is not unique. The systematic and coordinated planning of child-related programs has been conspiciously absent.

The acquisition of reliable data on preschool children and college students; teachers and administrators; course and departments; certificates and degrees; equipment and facilities; income and expenditures are not readily obtained. In most situations, the necessary data are not systematically maintained for any form of reporting.

The purpose of this status report was to obtain data first hand, observe organizational patterns, isolate basic personnel responsibilities, and document information into a meaningful format. The report can: (1) assist legislative functions, (2) clarify training responsibilities, (3) define personnel tasks, (4) outline administrative duties and (5) give help to those who have a concern for improving, justifying and funding adequate child development instructional programs for college students.

INTRODUCTION

Confusion between the concepts of child development instruction and child care services has served as an effective deterrent in the California State Legislature and the State Department of Finance in rejecting capital outlay projects for child development instructional laboratory facilities when submitted. Project rejection was also based upon the premise that factual information justifying the projects was not available for study.

Evidence for this fact is contained in a request from the Legislature in 1977 when the Legislative Analyst was asked to make a study. The outcome of that request is summarized in the "Foreword."

The main purpose of this study is to obtain sufficient data from the California Community Colleges on child development and child care activities to reveal the actual status in sufficient detail to justify and demonstrate the need for continued project development of laboratory facilities. The study also clarifies some often-used false assumptions about the availability of community facilities as a substitute for campus child development laboratories.

The facts pertaining to the reasons why information on child development was not readily available is evident in the chaotic organizational and curricular patterns associated with diversity among the various colleges. The difficulties concealing the facts are also related to joint power

agreements, nomenclature, degrees, personnel, local control, legislation, duplicate services, multiple sources of funding and other related factors contained in the historical, political and social web of public institutions.

It is hoped this study will place in strong perspective the basic facts with such clarity that the important vocational features of child development to the educational well-being of California citizens will be realized and understood. It is also hoped that when the facts are comprehended, that sufficient financial support will assure the systematic and continued development of this significant segment of public education.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS

Confusing Terminology

Terminology used to describe various educational and service programs pertaining to children is so confusing that even professional staff members may have difficulty talking among themselves. Describing a specific program without being misunderstood due to multi meaning terminology found in legislation, catalogs, reports and studies, creates an almost impossible task.

There is some evidence, even though difficult to prove or to document, that confusing terminology has been used to advantage in legislative hearings. When funding for capital outlay programs was sought, the projects were rejected on the basis that proposed student instruction programs or projects, were the same as child care programs which were derogatorily referred to as "baby sitting" projects. The findings in this study demonstrates how legislators would have great difficulty in distinguishing between child development and child care projects when listening to testimony, or reading published studies because of the varied usage of key descriptive terminology with multiple interpretations, definitions and applications.

Extent of Child Development Student Instruction Programs

Prior studies indicated that perhaps there were fifty to sixty colleges

with child development programs. The number of students and faculty were not known. The data in the study reveal the following:

1. Out of 103 colleges surveyed, ninety-five provide catalog listings offering courses. Forty-nine colleges or 48% have on-campus child development laboratories, ten colleges have instructional programs without on-campus facilities. Another 35 colleges with instructional programs, utilize child care facilities for laboratory purposes. Overall, child development instruction is available in over 91% of the community colleges in California.

2. Only nine colleges or about 10% out of 103 included in the study are without child development instructional courses and facilities.

3. 28,945 students are enrolled in child development for academic, vocation and personal reasons. Students in child development represent almost 9% of "full-time" enrollment.

4. Of the students enrolled, less than one-third will major in child development and of those who do major only a third will graduate. In brief, ten students enrolling, three will major and one will graduate.

5. The colleges not offering courses in child development tended to be small and multi-campus colleges.

6. One "Full-Time Teaching Equivalent (FTE)" is required for every 100 students. Statewide 283 people were instructors in child development programs.

Current Curricular Structure and Pending Implications

The number of courses offered in child development in relationship to the total curriculum constitutes a substantial block of instruction in the California Community Colleges. The content and the range of courses offered indicate a significant area of vocational preparation and extends to effective preparation for parenthood. Some of the more obvious characteristics of the curriculum are:

1. A typical college offers about twelve courses in child development. In California the number of courses taught in a given college range from about four courses to forty-four courses.

2. Observation of the catalog offerings indicates great variation in course terminology, organization and content. A frequency distribution of courses taught in the community

colleges was developed. The most frequent were child development, curriculum, administration and principle and practices.

3. The range of administrative departments managing child development programs creates a situation that makes reliable grouping, classifying and accounting an impossibility. The department head titles covers a gamut of headings numbering twenty-two and no administrative heading such as "Home Economics" constitutes a majority. The headings for departments are so diverse as to make effective communication exceedingly difficult.

4. Child development instructional programs can be grouped in the following manner:

Child Development

Early Childhood

Various Headings

CONCLUSIONS

1. Clarification of terminology is needed for child development, child care, and other related terms pertaining to the community colleges.

2. Field evidence indicates a strong desire to have on-campus laboratory facilities, for student instruction programs.

   In most cases, the lack of available funds was given as a factor for making other arrangements for laboratory training.

3. One of the main disadvantages of maintaining dual facilities for accommodating child development and child care programs on the same college campus is the lack of unified administrative control for educational program planning purposes.

4. Field observation universally supports the importance of laboratory training as a concurrent requirement of students majoring in child development.

5. There was no compelling evidence indicating the superiority of off-campus facilities for providing student field experience. Model demonstration facilities for student instruction failed to be self-initiating at off-campus locations. Strong child development leadership and child development laboratories are related in the community colleges.

6. The number of students enrolled in child development in California Community Colleges constitutes a significant block of instruction in

the total college program. Majoring students require the same type of laboratory facilities as students in chemistry, nursing, biology, or auto mechanics. The refusal of capital outlay funds for laboratory purposes constitutes a form of educational discrimination. Child development is a most significant area of vocational preparation with marked influence ranging from occupational training for economic production, to effective parenthood for strengthening the family unit.

7. The assumption that community college students do not need on-campus laboratory facilities lacks practical and educational merit. The better colleges utilize to marked advantage on-campus and off-campus facilities. Quality training uses a combination by using an on-campus model for an example of best practice along with off-campus field training in public and private schools. The practical off-campus facilities provides realistic practical real world conditions. Some colleges have the students return after an off-campus experience, to be evaluated and checked out against the guidelines of the campus model before graduation.

8. On-campus facilities for beginning lab students, during training, provides for an economy of time and expense by having lab facilities accessible at the college. Off-campus training not only requires time and transportation, but there must be supervision if the program is to be effective.

9. Public and private elementary schools cannot be depended upon to provide the community college student with an ideal teaching environment.

RECOMMENDATIONS

1. All child development and child care related activities including home economics should be consolidated under the leadership and the supervision of a single individual in the Office of the Chancellor to make possible a unified program in the California Community Colleges.

2. The Chancellor with the support and authorization of the Board of Governors must provide the leadership as authorized by Education Code Section 71069 to:

   A. Conduct necessary statewide research on community colleges and shall provide appropriate information services...for the purpose of uniform reporting...for effective planning and coordination and dissemination of information.

   B. (Chancellor's Office)...Shall monitor and review courses and programs...(if) noncompliance (courses) shall not receive apportionments.

   C. Submit courses for approval.

3. The Chancellor's Office should organize a statewide advisory committee to unify all child development and child care activities: Some of the major functions of the committee should include:

   A. Develop a written set of guidelines for giving a general pattern for unifying child development activities.

B. Adopt acceptable terminology clarifying many confusing and overlapping concepts to make possible better communication within the profession and make possible better communication when talking with the Legislature.

C. Streamline the varied course descriptions found in present catalogs for the purpose of more uniform reporting and approval procedures.

D. Greatly reduce the department headings on the dean level that now supervise and administer child development.

E. Publish on a regular basis the necessary justification information for justifying curricular activity supporting a capital outlay program. Current information is now inadequate for effective management.

F. Improve the terminology now in legislative documents for conveying an effective description of current activities.

4. Maintain an effective and functional relationship on a regular basis with the State Department of Education.

5. Correct legislation to harmonize with the functional child development programs.

PROBLEM SCOPE

The Problem

The "Child Development," student instruction programs, must be clearly understood, specifically perceived, and definitely defined. Evidence for this statement is found in confusing terminology now in existing legislation, curricular variations of campus organization, overlapping of course descriptions and many other physical, historical, social and educational features relating to the field of child development. Two main field operational concepts, child development and child care programs co-exist, relatively independent, on many California Community College campuses. Confusion between the two programs arises from the fact that an administrative staff with a broad interest in children, when performing a supportive service functions, tends to improve the quality of the activity by adding desirable educational features. As a result, the better child care programs tend to resemble child development programs in curricular content. In the absence of some desirable child development laboratories in some college districts, child care programs and facilities are substituted and used as child development laboratories.

In a typical community college attendance area, only a relatively small number of children are required for use at a child development college laboratory. Depending upon the size of the college and the child development curricular offering, the number of children required for student instructional purposes, would perhaps range between 25 to 100 children in possibly three different age groups ranging between six months and five and one-half years. In no way can such a small number of children

serve all the child care service needs within a large urban college attendance area. Furthermore, by law, the support services for child care would belong to elementary schools of the area. If the district were unified it would be the responsibility of the unified district and not the college district to support and carry the general functions associated with the preschool years. The college administration only intends to meet the instructional needs of the college students enrolled in specific programs, not the general educational function belonging to the public schools. The college needs exemplary, model and specialized facilities in the same manner as chemistry, biology, and auto mechanics. The general preschool responsibility for child care belongs under the jurisdiction of the State Department of Education, not the Board of Governors of the California Community Colleges.

For effectively serving child development instructional needs, administrative, organizational, personnel, construction and funding purposes, it is necessary to separate the two programs inasmuch as they serve different purposes, while having a common base as they pertain to children. Child development is a specific educational function in the community colleges, and other institutions of higher learning. In contrast, child care is primarily a social support function related to minorities, socially disadvantaged, culturally deprived and economically dependent. When the two programs are properly delineated and defined, each can be supported on the basis of the merits of each program. In summary, child development serves an educational function, while child care is a social support function. The justification for funding each program must be on a different basis, especially when funding capital outlay

programs. The facilities constructed in each of the respective programs service different purposes. Therefore, this report attempts to demonstrate the differences, with special attention toward justifying child development programs in the California Community Colleges.

Definition of Terms

Studies in 1974 by Henrick[1], 1976 by Van Hoorn[2] and 1977 by the Legislative Analyst[3] do not make a clear distinction between the concepts of:

1. Child Development Student Instruction Programs (College Students)

2. Child Care Centers (Children)

The failure by students of the literature and college personnel to make a clear cut philosophical distinction between child development and child care programs creates a degree of confusion that makes systematic program development almost impossible. This confusion is due to overlapping purposes and objectives. Such chaos is bewildering to members of the California State Legislature as they seek to know and understand

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[1]Joanne Hendrick, "An Analysis of Child Care Needs and Child Care Services Available on California Community College Campuses as of March, 1974."

[2]Jundith Van Hoorn, "Campus Child Care Study," First Report. April 13, 1976.

[3]Legislative Analyst. "Child Development Training Programs at California's Community Colleges," Sacramento: Legislative Analyst, October, 1977.

which funding requests are justifiable. The dilemna becomes one of whether they are financing a student instructional program or a developmental program. Clear cut definitions are mandatory and essential as a means of program development. Concept clarification is a first step in the educational planning of child development facilities. The development of a research study to meet the demands of the California State Legislature therefore becomes imperative. The terms are defined as follows:

Child Development Study Instruction Programs are organized and approved curricular programs at a community college leading to the awarding of a certificate and/or an AA or an AS degree. The instruction is by certificated personnel. Laboratory and field work are required with a child development laboratory preferably located on campus. The laboratory may be organized with one to three age groupings of pre-school age children for observation.

Child Development as defined in this report is distinguished by having all public funds devoted specifically to the instructional training of college students. The primary purpose of the child development laboratory is for serving as a model for providing college work experience. Children are present only to provide ideal and model laboratory conditions as defined by the professional and administrative faculty at the community colleges. The instructional program includes all registered college students and possibly the children of parents enrolled at college.

The laboratory facility usually serves as a demonstration center, exemplary and illustrative of best practice methods and supplemented with extended experience in the public and/or private preschools or nursery schools in the community. The college students in training may return to the campus school for final evaluation prior to graduation. Supervision of students by college and public personnel is highly desirable. The students are trained to serve as aides, child care helpers, student assistants and as transfer students to an institution of higher authority. In this report child development is specifically used to describe a community college student instruction program which is accompanied by a student laboratory using pre-school age children.

Child Care Centers are organized by parent cooperatives, student bodies and community sponsorship for the purpose of providing on or near the college a center that serves in "loco parententis" for students who have preschool age children. The Education Code demonstrates the confusion that is now current in the literature.

Section 8200 is entitled "Child Development Act" but the act is described as an "integrated plan for the care and development of children in the absence of their parents." Section 79120 states "The governing board of any community college district may establish and maintain a child development center,"... but the legislative language describes a program for caring for the "children of students of that particular campus..." For clarity in this report, all supportive service programs limited to children will be known and defined as child care.

Child Care programs give primary attention to the welfare of the child and provide for indigent, deprived, minority and needy children. The facilities are open to student parents with limited resources who desire the opportunity to attend college. The presence or the absence of college students for instructional purposes at the facility is strictly incidental and secondary. The supportive services are primarily for children and parents requiring supplemental social and educational services. Generally at community colleges, the facilities are managed by public and private agencies and not by the college child development faculty. Child care services are distinctly different in purpose and may provide longer hours of care than are utilized at the child development laboratory. In this sense, child development laboratories and child care facilities serve different purposes.

The child care center provides all necessary developmental and supportive services to care for preschool age children, generally between the ages of 2½ to 5 years. In most cases observational space is not available, except where adaptations are being made to have child care centers substitute for child development laboratories. The personnel in charge of the program are often classified but in some cases they are certificated. Salaries are generally less than those paid at child development centers. The number of children attending range from 20 to over 100 students depending somewhat upon the size of the college. Child care centers commonly have separate administrative heads from those of child development. The quality of child care centers are influenced positively when located on or near college campuses.

Special Note. The presence of child development programs on California Community College campuses has a positive and constructive effect on child care programs on or adjacent to the colleges. In some cases, the programs do overlap and are not as independent as the definitions would indicate. The child care definition is more applicable to off-campus child care centers which include a majority of the children within a given community or a school district attendance area. The actual number of children associated with any given college campus is relative small in number if compared with the total number of children available in any given college attendance area. The college campus is only a minor supplemental educational agent for training pre-school age children in California.

Procedure

Information for the data was obtained directly from administrative and teaching personnel responsible for community college child development programs in 103 colleges. Most of the data were obtained from college catalogs, directories and through personal telephone conversations from the respective institutions. Where possible, the reasonableness of the information was checked against departmental records available in the Chancellor's Office. Special attention was directed to personnel specifically responsible for the data being obtained.

Due to the diversity in the organization of departments and courses of child development data, many items of information were not available in official records in the office.

The data were assembled on individually prepared data sheets organized by district, college and departments. Telephone data were acquired under:

1. Personnel
2. Instructional Program
3. Laboratory
4. Students
5. Areas of Concern

Much valuable information pertaining to concepts, organization, personnel, philosophy, laboratories, instruction, practices, procedures, methods, curriculum and similar topics were obtained and recorded. Trends, points-of-view and problems were recorded and will be stated in the descriptive development of the information received.

Limitations

This study is directed specifically to the child development instructional student programs in the California Community Colleges. Information was obtained from the college catalogs on file in the Chancellor's Office for the years of 1977 and 1978. With very few exceptions the current school year catalogs were available. Enrollment data, curricular studies, legal information and other official records were used where available.

Much of the information for the study came directly from administrative and teaching personnel on the college and district level through telephone inquiry and personal contact.

Emphasis was on the instructional and laboratory related experience. Information on child care programs was considered secondary. Efforts were made to obtain competent judgments as instructional programs were reviewed and evaluated.

Attention was directed to what constituted an ideal laboratory experience for students and how adaptations could be made in the training college students during the first two years, or the equivalent years of grades

thirteen and fourteen. Information helpful to the Chancellor's Office for servicing the districts, and aiding the Facilities Planning Section when developing capital outlay programs, was sought.

STATE ORGANIZATIONAL STATUS

The administration of child development in the California Community Colleges is complex. The complexity arises from multi-jurisdictional relationships that have evolved from the division of responsibilities. A major division occurred in 1967 when a division was created by the California Legislature. The Chancellor's Office, representing the Board of Governors, had its inception when the thirteen and fourteenth grades were removed from the State Superintendent of Instruction and the State Board of Education.

Further complications were added with a federal requirement insisting on one single state agency being responsible for the division and distribution of funds received from the U.S. Government.

In addition to administrative and funding stipulations, there is the area of safety and inspection of child development and child care programs by the State Department of Social Services as defined by law. Recently, on July 1, 1978, this legal function was assumed by the Department of Social Services, Community Care Licensing Branch.

Chart 1 graphically depicts a general relationship now existing as it pertains to the California Community Colleges. Important to note, is the overlapping of relationships. At the present time consultants from the State Department of Education, Office of Child Development, consult with approximately twenty community colleges. The colleges

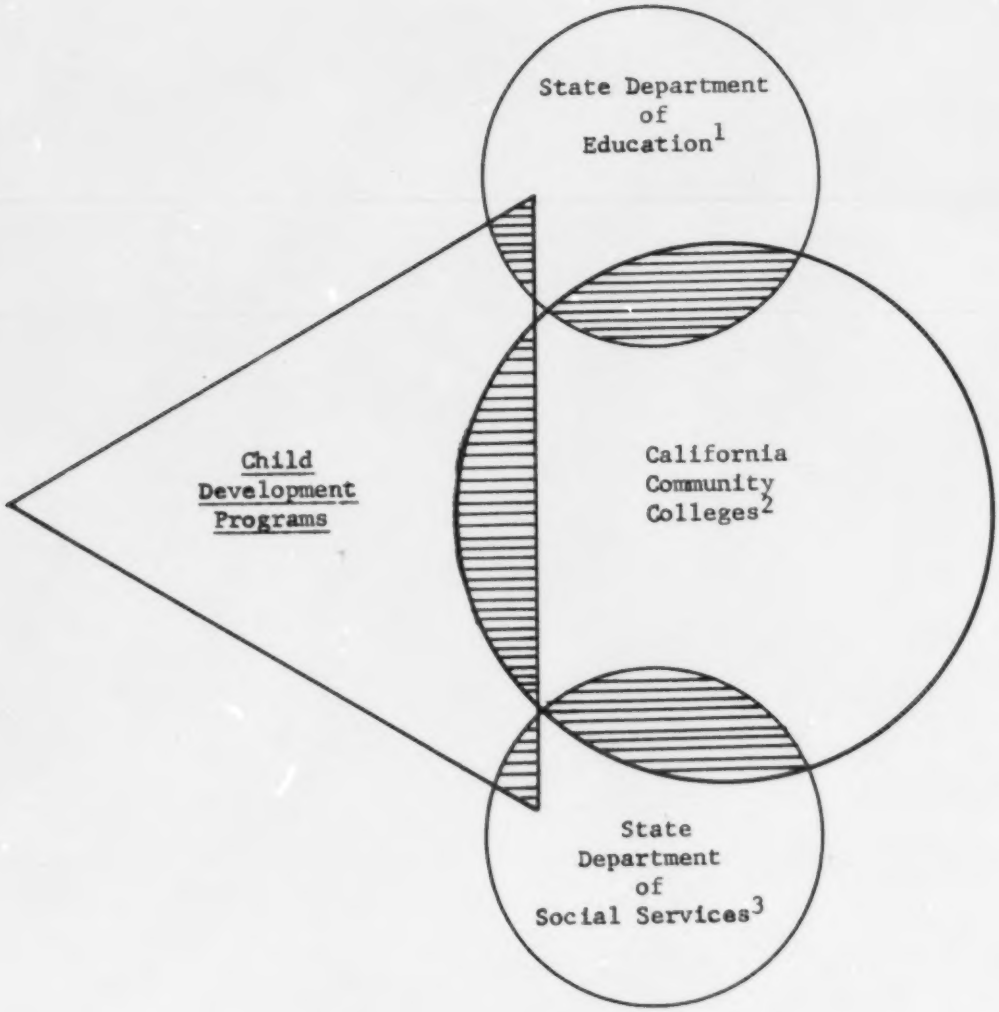

CHART 1

OVERLAPPING ADMINISTRATIVE AND JURISDICTIONAL RESPONSIBILITIES AMONG STATE AGENCIES FOR CHILD DEVELOPMENT PROGRAMS

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[1]Education Code Section 8204

[2]Education Code, Child Development Act, Sections 8250, 8256

[3]Health and Safety Code, California Community Care Facilities Act, Sections 1500-1565. On July 1, 1978, the State Department of Health for child development programs was changed to the State Department of Social Services.

JMB:mi
1 Aug 1978

qualify for state funding and may request desired services. Limitations of services are also caused by the lack of available professional personnel.

The health and safety functions are performed under contract by the State Department of Education for the California Community Colleges. There is a contract between the State Department of Education and the new State Department of Social Services that provides for the State Department of Education to perform all necessary functions pertaining to the code provisions in the Health and Safety Code. This contractual relationship simplifies and reduces the college inter-agency workload. The arrangement means that all licensing and inspection functions for providing adequate facilities for children will be administered by the State Department of Education.

Chart 2 illustrates the operational relationships on a general statewide level among California Community Colleges. It will be noted that the child care centers and the preschool public and private schools are in a supplemental relationship.

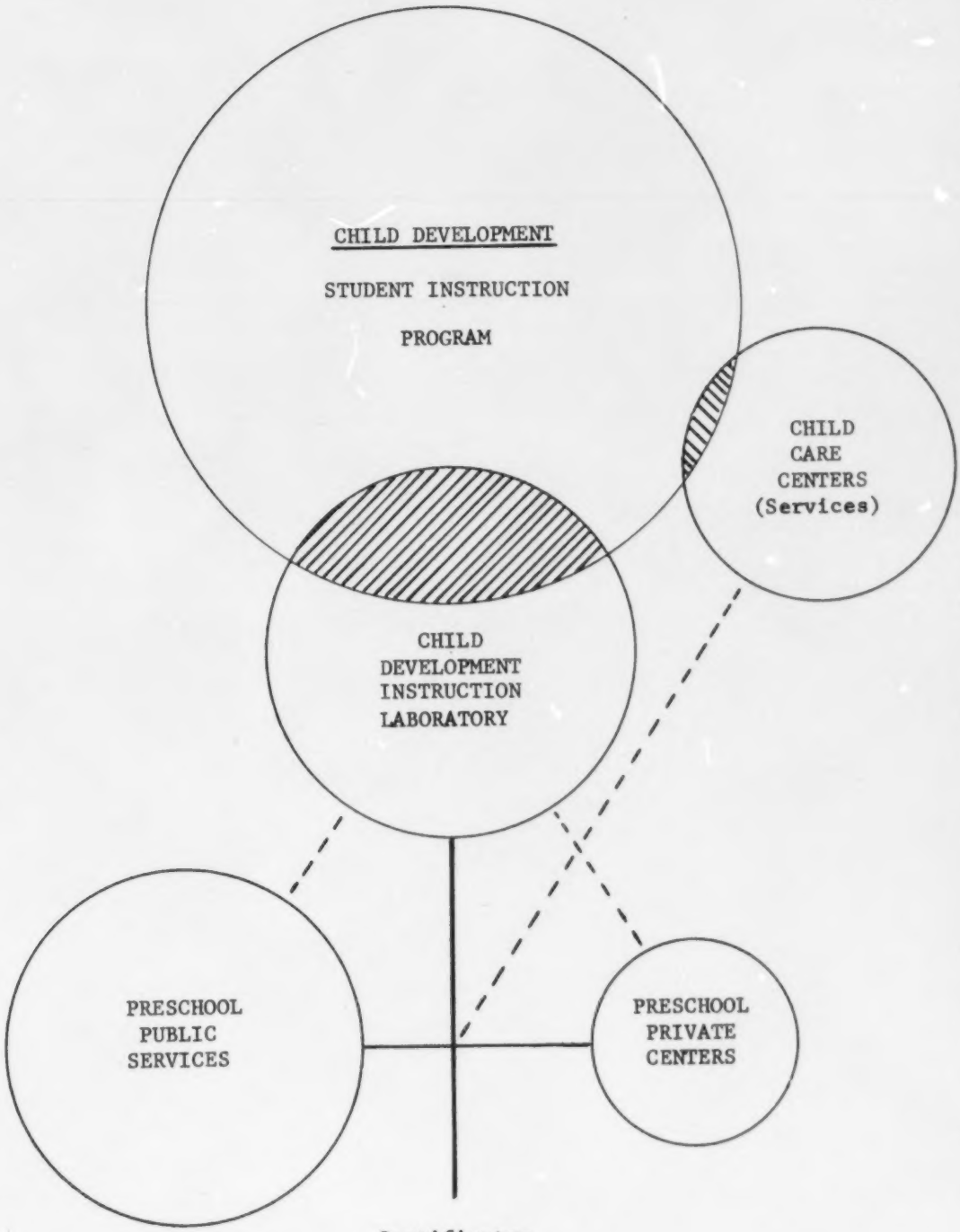

CHART 2

ORGANIZATIONAL RELATIONSHIPS OF THE CHILD DEVELOPMENT INSTRUCTION PROGRAM IN CALIFORNIA COMMUNITY COLLEGES IN 1978

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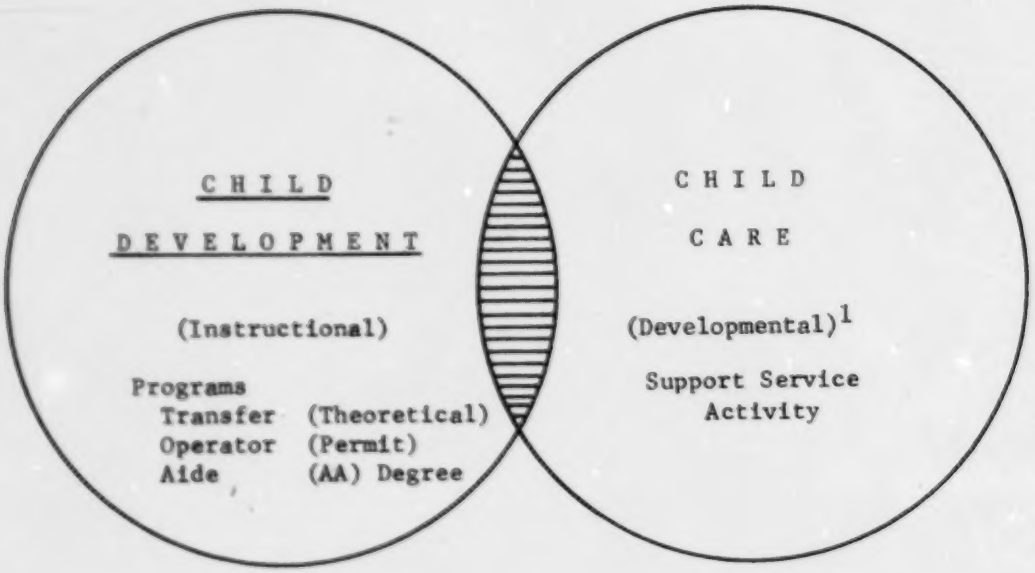
PROGRAM DIFFERENCES

Child development, child development center, campus child development program, child development activities, day care center, community care facilities are a few of the terms interchangeably used to explain diverse, varied and multi-faceted terms used to describe student's instructional activities. The Education Code, "Title V" and the Health and Safety Code contain illustrations of the foregoing concepts. Continued study leads to confusion and conflict unless a given selected term is used and defined for a specific program. Reference should be made to the section on "Problem Scope" for the manner of use, and definition of two concepts used in this study. The terms selected are "Child Development" in reference to instruction and "Child Care" in reference to support services. it should be understood that significant overlapping between the two terms occurs in the literature referring to the California Community Colleges.

The main purpose of this section is to give added clarification to the terms used with accompanying definitions, outlines and charts to establish a concept for use throughout this study.

Chart 3 recognizes a degree of overlap between child development and child care programs. The difference in concept is most essential, especially when describing the two programs before the California State Legislature. The same program and concept differences must be known, understood and explained in order to maintain some degree of unity of thought when com-



Distinguishing Program Characteristics

Child Development	Child Care
Curricular Oriented	Services Children of Students
Organized Program (Model)	Classified Staff
Professional Staff	Taxation Financed
Federal and State Funded	Utilizes Fee Schedule
Vocational Preparation	Student Body and Community Sponsored
Professional and Parental Improvement	
College Sponsored	

CHART 3

DISTINGUISHING PROGRAM CHARACTERISTICS CLARIFYING THE DIFFERENCES BETWEEN CHILD DEVELOPMENT AND CHILD CARE PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES

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[1]Term adapted from "Summary of Child Care and Developmental Services," Report of the Commission to Formulate a State Plan for Child Care and Developmental Services, 1978, Sacramento: California State Department of Education, 1978, 4 Pp.

municating with others. Legal justifications vary between the foregoing programs. Confusion among and between the two concepts has led the legislature and the control agencies to refuse funding support.

Added information on the variations in meanings is contained in an outline entitled "Differences Between Child Development Student Instruction Programs and Child Care Centers." Given are the differences relating to various functions within the two concepts. It is hoped that in the balance of this study, there will be sufficient understanding to describe with meaning, the two programs now used extensively in the community colleges of California.

DIFFERENCES BETWEEN CHILD DEVELOPMENT STUDENT
INSTRUCTION PROGRAMS AND CHILD CARE CENTERS

Dual children's programs, child development and child care, serving differing objectives, are located on many California community college campuses. For the purpose of this report, the main characteristics of each are described under the "Child Development and "Child Care." The distinguishing features of each program are emphasized. These characteristics are as follows:

Function	Child Development	Child Care
Purpose	College student instruction laboratory programs utilize varying groups such as infants, todlers and preschool children.	Activities are child oriented and designed To serve primarily children's needs. Presence of outside observational personnel is incidental.
Faculty	Faculty are professionally trained for instructional purposes. Administrators, deans and instructions are generally credentialed.	Personnel stand in "loco parentis" for the parents and frequently operate with classifield ratings. Directors supervisors and instructors are child care oriented.
Credentials	Professional education and competence are required. Personnel are college faculty members.	Professional instruction tends to be minimal. Classified personnel are frequently employed. Sometimes qualified certificated personnel are hired as classified staff.
Program	College programs are developed to meet instructional requirements. The college students' preparatory instruction needs receive top priority.	Program serves the needs of parents attending college and the college is in the position of "loco parentis." Needs of disadvantaged and minority children are given priority.
Outcome	The placement of college students in vocational employment situations is the main objective. A second outcome is transfer of students to four-year degree programs. Parental training Is a third outcome.	The custodial and/or support service needs of children are given priority and educational needs are secondary. Parental guidance and training may be added.
Pay Scale	Pay scale is usually the same as for all faculty.	Pay schedules are noticeably lower than college faculty schedules. Teacher aides are used extensively.

Function	Child Development	Child Care
Attendance (of children)	Children are enrolled from within the immediate college attendance area. The number of children enrolled are sufficient to provide for the initial training of the college students.	The demand for child care services results in waiting lists. Children may come from anywhere within the district or surrounding area. Attendance predicated inpart by parental needs and registration schedule at college.
Facilities	Usually designed as a illustrative model for training in child development theories. Observational accommodations are provided. A variety of models for various age groups are often available.	Designed as a custodial and/or support service center for children. Accomodations for college student trainees are incidental and often inadequate.

CHILD DEVELOPMENT INSTRUCTIONAL STATUS

The number of "Child Development Student Instruction Laboratory Facilities" actually available in the California Community Colleges has not been definitely known. The extent of community facilities as a substitute for on-campus laboratories likewise has not been knownn. The absence of such important information is a handicap when requesting funds from the State of California.

Table 1 gives by number, and percent the status of facilities by classification and function as described by community college personnel. The data in Table 1 indicate that 49 colleges or about 48% of all colleges now have child development laboratories on campus.

Ten colleges are without facilities on campus. Although there are instructional programs on campus, they are without lab facilities. Field evidence indicates a strong desire to have on-campus facilities. In most cases, the lack of available funds was given as a major factor for making other arrangements for laboratory training.

Less than ten percent of the colleges are without an instructional program in child development. In several cases, they are multi-campus districts and it was the judgment of the administration not to have duplicate facilities within the same district. The districts that avoided duplication of programs, maintain strong child development instructional programs within the district. Most of the remaining colleges are small and for the most part are located in isolated or remote areas where college size was not sufficient to justify requesting program approval.

TABLE 1

STATUS OF CHILD DEVELOPMENT STUDENT INSTRUCTION LABORATORY, FACILITIES IN CALIFORNIA COMMUNITY COLLEGES, AS REPORTED BY SURVEY OF ALL COLLEGES 1977-78

Operational Situations in the Colleges	Number of Colleges	Per Cent	
Child Development Student Instruction Laboratory Facilities	49	47.6	Student laboratory instruction is directed by college faculty.
Child Development Instructional Programs Without On-Campus Laboratory Facilities	10	9.7	Colleges use off-campus private or public facilities for laboratory training.
College Without Any Child Development Facilities	9	8.8	Includes colleges with only a single course listing in college catalog or no program listing.
Child Care Facilities Available on Campus	35	34.0	Operated independent of Instructional Program. Omits six colleges with multiple facilities.[1]
Total Number of Colleges	103	100.0	

[1] Contra Costa, Diablo Valley, Los Medanos, San Francisco City, Moorpark and West Valley have student instruction laboratory facilities and child care facilities on campus.

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Approximately one-third of the college districts depend upon available child care facilities for laboratory training. A common explanation as to the evolution of the relationship between the instructional program and the laboratory training appears to be mutual advantage. The most marked disadvantage is the difference in jurisdictional control and supervision. There are only a few instances where the curricular program and the lab program are under the jurisdiction of the same individual. In one large college, there is a strong program in both instruction and lab programs.

Approximately one-third of the child care labs are in one large urban district. Within the last two years, a monthly meeting was held within the district to coordinate the instructional program with the child care lab program. There was an expressed desire, throughout the interviews, to have a unified program, under a single administrative head. The most obvious weakness was to have the instructional program under certificated personnel and the lab program under classified personnel. There are known exceptions where certificated personnel now administer child care lab facilities. The main disadvantage, and the reason most frequently given, was the lack of unified administration over all child development activities.

Ten percent of the colleges have instructional programs, but are fully dependent on community facilities both public and private laboratory facilities. The most frequent complaint was the lack of control over facilities under foreign administration. A secondary difficulty was

that of transportation for students and faculty. In one rural county, the schools for training were located throughout a large area. Being off-campus, the supervision of the students in training is limited and the amount of faculty time required in the field creates a significant handicap. When instructors and administrative heads were queried about the desirability of off-campus training compared to a facility on campus, the reply was universal and obvious. The expressed opinion favored an on-campus lab. Although the off-campus facilities were less convenient, there were programs that were successful and operational.

Recognition was given as to the necessity, desirability and importance of the laboratory experience for preparing students for the proper teaching of children. To think of graduating students, without first-hand field experience, was an abhorrent concept among personnel interviewed. Field observation universally supports the importance of laboratory training as a concurrent requirement with curricular preparation of students majoring in child development.

CURRICULUM STRUCTURE

Regardless of the measure used, whether number of students, number of courses taught, number of colleges with child development programs, or the proportion of courses in relationship to the total curriculum, child development programs constitute a substantial block of instruction in the California Community Colleges. Child development is a significant area of vocational preparation with marked influence ranging from occupational training for economic production, to effective parenthood for strengthening the family unit. Child development has always been in the curriculum of the community colleges and present-day trends emphasize continued growth into the future. Evidence supporting the foregoing observations follows in the balance of this study.

Number of Courses Taught

Ninety-five California Community Colleges provide catalog listings offering courses, to a more or less degree, in child development and related subjects. See Table 2 for statistical detail. There are only eight colleges that do not have course offerings out of the 103 colleges on which information was obtained. A typical community college offers about twelve courses. The percent of colleges having child development instruction is in excess of 95%. One may conclude that instruction in child development is deemed of major significance in the community colleges.

The colleges not offering courses tended to be small colleges and multi-campus colleges where instruction given at one college was not duplicated

TABLE 2

DISTRIBUTION OF THE NUMBER OF COURSES TAUGHT
IN CHILD DEVELOPMENT AT ONE HUNDRED AND THREE
COMMUNITY COLLEGES AS LISTED IN COLLEGE CATALOGS
1977-78

Number of Courses Listed in Catalog	Number of Colleges
0	8
1 - 4	7
5 - 9	22
10 - 14	31
15 - 19	23
20 - 24	8
25 - 29	
30 - 34	
35 - 39	2
40 - 44	2
Total Number of Colleges	103
Mean	12.1

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within the district. The range of courses offered appeared to correlate with college size. The largest course offerings were in the big urban colleges and where strong leadership was known to exist.

Curricular Content

Information on curricular content is available in the records assembled, but the data would duplicate a recent similar study by Davis, Benjamin, and Reith[1] at Chaffey College. Table 3 gives the courses as grouped by subject content and arranged in descending order by frequency of occurrence. If the study were duplicated by other students, some variations would be expected, but the pattern would probably remain similar. The table has significance in suggesting the major subject areas of instructional content.

It may be noted the relative importance given to field experiences. In contacting college personnel, there was a unified expression as to the importance of a model on-campus laboratory for preparing students intent on majoring in child development. Public and private elementary schools cannot be depended upon to provide the student with an ideal teaching environment. The on-campus laboratory offers an exemplary teaching situation as a basis for evaluating an off-campus situation.

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[1]Deborah Davis, Beverly Benjamin, and Anita Reith, "Early Childhood Education: A Tabulation of Course Offerings in California Community Colleges", Alta Loma, California: Chaffey College, March 1978, 8 p., lithographed.

TABLE 3

CHILD DEVELOPMENT INSTRUCTION COURSES[1] GROUPED BY SUBJECT
FROM 1976 CATALOG DESCRIPTIONS AND ARRANGED BY
FREQUENCY FOR 106 CALIFORNIA COMMUNITY COLLEGES

Course Grouping	Frequency
Child, Family and Community	81
Child Growth and Development	78
Curriculum	78
Administration	66
Principles and Practices	62
Introduction	57
Field Experiences	48
Teacher Assisting	45
Parent Education	41
Child With Special Needs	32
Nutrition	32
Bilingual	11
Multicultural Child	7
Foster Parent	3
Infant Development	3
CDA (Child Development Associate)	1
Family Day Care	1
Migrant	1

[1]Rearranged listing taken from: Deborah Davis, Beverly Benjamin, and Anita Reith "Early Childhood Education: A Tabulation of Course Offerings in California Community Colleges," Alta Loma, California: Chaffey College, March 1978, 8 p. Litheographed.

Contrary to popular belief, the colleges with strong instructional programs not only had on-campus laboratories, but used extensively the available off-campus teaching facilities. Illustrations were found where college administrative and supervisory personnel cooperated with the schools, the courts, and the parents in making practical and effective use of the child development concept in solving community problems.

Department Classifications Administering Child Development Programs

Table 4 lists twenty-five general administrative headings supervising child development departments within the California Community Colleges.

The myriad of headings creates a situation that makes reliable grouping, classifying and accounting informational summaries an impossibility. The headings range from "Academic Affairs" and "Administrative Dean" to "Technology Business" and "Vocational Technical." The heading "Instruction," with seven subheadings, only makes up about 41% of the headings used. No grouping constitutes a majority.

Furthermore, many of the other headings used, 22 in number, have less than five percent of the total number listed.

If uniformity is an acceptable and a desirable criterion, then considerable change and improvement is required. The headings for departments are so diverse as to make effective communication exceedingly difficult. The deans of the various groups would find attending a conference most

TABLE 4

DEPARTMENT CLASSIFICATIONS ADMINISTERING CHILD DEVELOPMENT INSTRUCTION PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES DURING 1977-78

Administrative Department	Colleges in Group	Colleges in Group	
		Total	Percent
Academic Affairs	3	3	2.9
Administrative Dean	1	1	.9
Business Administration	1	1	.9
Behavioral Science	2	4	3.9
Behavioral Studies	1		
Behavioral Studies and Related Occupations	1		
Business	1	3	2.9
Business Science	2		
Career Education	1	1	.9
College of Life	1	1	.9
Consumer Health Services	1	5	4.9
Consumer and Home Economics as Education	4		
Continuing Education	1	1	.9
Curriculum and Articulation	1	1	.9
Education	1	5	4.9
Educational Services	4		
Engineering Technology	1	1	.9
Family Consumer Education	1	1	.9
Fine and Applied Arts	1	1	.9
Health Occupation	1	2	2.0
Health and Service Careers	1		
Home Economics	5	5	4.9
Human Services	1	2	2.0
Humanities	1		

TABLE 4 (Continued)

Administrative Department	Colleges in Group	Colleges in Group Total	Colleges in Group Percent
Instruction	33	42	40.8
Instruction and Administration	1		
Instruction and Curriculum	1		
Instruction, Humanities and Social Science	1		
Instruction, Occupational Education	1		
Instructional Services	3		
Instructional Services and Occupational Programs	1		
Instruction of Vocational Programs	1		
Occupational Education	5	7	6.8
Occupational and Career Education	1		
Occupational Programs	1		
Philosophy	1	1	.9
Public Services	1	1	.9
Social Science	3	3	2.9
Student Personnel Services	1	1	.9
Technology Business	1	1	.9
Vocational Technical	1	3	2.9
Vocational Technical Education	1		
Vocational Services	1		
Colleges, No Instructional Programs	6	6	5.8
TOTALS	103	103	99.3

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29 June 1978

difficult if organized on the basis of a given general subject matter field such as vocational education, social science, or business.

The problem as indicated in Table 4 is of such magnitude in the organizational structure that the problem requires the attention of the chief administrator at the college, the governing board at the district, and the Board of Governors at the state. Defending such an array of titles would be extremely difficult on any reasonable basis, whether before an administrative group or at a legislative hearing. The disarray of department heading titles is so obvious and of such magnitude, that significant decisive action is required if the problem is to be corrected and more effective administration made a reality.

Organizing Child Development Instruction Programs

The course headings in Table 5 indicate that course headings can be grouped with about one-third of the headings in each of the following:

1.	Child Development	32%
2.	Early Childhood	33%
3.	Various headings	35%

If the term "child development" were reserved and used as a general term for all developmental aspects of children between infancy and adolescence, then the term "early childhood" could be used for children between 2 1/2 to 5 years of age. If the above three groups were then

TABLE 5

COURSE HEADINGS DESCRIBING CHILD DEVELOPMENT
INSTRUCTION PROGRAMS FOR CALIFORNIA COMMUNITY COLLEGES
DURING 1977-78

Course Headings	Number	Colleges in Group Total	Percent
Child Development	30	33	32.0
Child Development and Early Life	1		
Child Development and Parent Education	1		
Childhood Education	1		
Early Childhood	3	34	33.0
Early Childhood Education	24		
Early Childhood Development	2		
Early Childhood Programs	1		
Early Childhood Studies	4		
Education	1	1	.9
Family and Consumer Science	2	6	6.0
Family and Consumer Studies	2		
Family Life Education	2		
Home Economics	13	15	15.0
Home and Family Living	2		
Instructional Assisting	1	1	.9
Nursery School	1	3	2.9
Nursery School Assisting	1		
Nursery School Training	1		
Preschool Education	1	1	.9
Psychology	3	3	2.9
Colleges, No Instructional Programs	6	6	5.8
TOTALS	103	103	100.3

combined under "early childhood," a significant improvement in terminology could be achieved. Table 5 could be reduced to a single listing. If all college catalogs used the same terminology, then important and far-reaching simplification could be achieved.

The problem of varied headings becomes acute when one contemplates asking a question about how to enumerate or count the number of students in a given field of study or subject matter area. It is impossible to go to present program summaries[1] in the Chancellor's Office and find the number of students, courses, or colleges under a given heading and have an accurate figure in the field of child development. The current 1976-77 manual on "Occupational Programs in California Public Community Colleges" lists 40 colleges teaching "Home Economics" which is one of the older headings for child development instruction. In reality, the actual number is 95 colleges. The "Home Economics" heading is one of two suitable to describe the various courses related to this given subject matter field of child development. The number of courses reported is so inaccurate as not to be valid or useful as a statistical report.

Furthermore, "Early Childhood Education" is a second heading describing child development related courses, and the number reported is 34. It is known that some "child development" is listed under "home economics" and some under "early childhood education." Neither figure is accurate as reported, and if combined the number is still inaccurate. Neither

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[1]Chancellor's Office, "Occupational Programs in California Public Community Colleges", Sacramento, California: California Community Colleges, 1976-77, 179 p.

term is really useful nor accurate inasmuch as there is a known degree of overlap due to the lack of uniform terminology. If one carefully evaluates Table 4, then the reasons for the reporting inadequacies become obvious and suggest the need for uniform terminology. It is impossible to go to college catalogs and obtain the correct answer without rearranging all the observed courses into a uniform listing and placing all similar courses into a given subject matter area. In the area of child development, the present reporting terminology is inaccurate and a change providing greater uniformity is necessary if accurate reporting is desired.

PERSONNEL IMPLICATIONS

The actual student enrollment in all child development courses in the California Community Colleges has been an elusive figure. A few of the reasons were discussed when prior information was presented.

Table 6 indicates the number of college students enrolled in child development classes on a statewide basis. The students included are those taking child development courses regardless of objective. It should be understood the data includes all students enrolling regardless of reason. Many students enroll to obtain background when majoring in other subject matter areas. Illustrative are student nurses and parents who desire additional information for rearing their children. The total number of college students enrolled is 28,945. This number indicates the relative significance of child development for academic, vocational and personal purposes in the community college curriculum. In relation to "full-time"[1] enrollment, the students in child development constitute 8.8%. Even when "total enrollment" is used as the divisor, the percentage is 2.3%. Even with a most conservative point of view, enrollment in child development is significant.

The number of students majoring is 8,923 and is 31.8% of the total. Less than one-third of all students decide to major in child development. Of those who do major, 3,182 are able to graduate, and the number graduating is 11% of the total and 36.6% of those deciding to major.

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[1] "California Community Colleges, Fiscal Data Abstract 1976-77," Sacramento: Board of Governors, 1978. Table 1-1, statewide full-time, 328,104 students, Fall 1976.

TABLE 6

REPORTED ENROLLMENT IN CHILD DEVELOPMENT COURSES, NUMBER OF STUDENT MAJORS AND NUMBER OF CERTIFICATES AND DEGREES IN 103 COMMUNITY COLLEGES, 1977-78

Category	Number	Percent of Enrollment
College Students Enrolled[1] in Child Development Classes	28,945	100.0
College Students Majoring[2] in Child Development	8,923	30.8
College Students Graduating[3] with Certificates and/or Degrees	3,182	11.0

[1]Survey request was for the number of "unduplicated," day graded students enrolled. Number of students in evening classes were eliminated. Data
[2]obtained from personnel with responsibility for student course work activities. Reasonableness of data was checked against size of college reporting, students
[3]majoring and number graduating. No attempt made to separate students receiving certificates from those receiving degrees. There are known overlaps. Some students receive both a certificate and a degree.

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In rough perspective, it can be concluded that of ten students enrolling in child development programs, three will major and one will graduate.

The data indicates that for every 100 students enrolled, one FTE is required. Please see Table 7.

TABLE 7

FULL TIME TEACHING (FTE) EQUIVALENTS FOR CHILD DEVELOPMENT INSTRUCTION IN 103 CALIFORNIA COMMUNITY COLLEGES, 1977-1978

Item	Amount
Full Time Teaching (FTE) Required for Child Development Instruction	283.1
Number of Colleges Giving Child Development Instruction [1]	93.
Number of Students Receiving Instruction in Child Development Courses	28,945.
FTE Per Student	.0098
FTE Per 100 Students	.98

[1]Ten Colleges are without child development instructional programs and they are: Alameda, (College of), Columbia, Crafton Hills, Cypress, Golden West, Laney, Los Angeles Pierce, Los Angeles Trade Tech, Mission (West Valley) and West Hills.

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27,June 1978

AREAS OF CONCERN

Throughout the study, personnel contacted were challenged to suggest "areas of concern." The information obtained is grouped by the following areas and arranged in descending order of frequency:

Program Needs

Twenty-one colleges mentioned concepts pertaining to program. The concepts summarized are:

1. Child development laboratories for colleges are justified on the same basis as chemistry, physics, biology, nursing, cosmetology and auto mechanics.

2. Child development laboratories must provide model training facilities to demonstrate quality program. Frequently, there is no program control at off-campus sites. Personnel are responsible for student and program.

3. Problems of coordination with various educational agencies are evident. Some state universities require students to duplicate work because all child development classes are upper division. Apparently, duplication is there to obtain more student enrollment and income.

4. When students observe at public and private schools, there must be released time for supervision if quality programs are a desired outcome. Shortage of full-time personnel restricts program improvement.

5. Differences between child development and child care is immaterial inasmuch as quality teaching creates the differences between good and poor environments. It was stressed that the type of environment creates a critical factor.

   The element of control by the college is essential to create a good teaching environment, especially for beginning students. It was mentioned that a laboratory on campus would give desired control and it would not be necessary for students to travel.

6. Community involvement is recommended. It was mentioned that if a student only has experience in a campus laboratory setting then they are educated from "the neck up" and do not have an understanding of field conditions.

7. Expand the on-campus child care center to a child development laboratory. Difficult to justify two separate administered facilities on campus. Duplication can be avoided and more control of the program obtained.

8. Need clarification as to who administers the child development program. Also need uniformity as to guidelines and standards.

Public and Private Schools

Contrary to public belief, and especially among some legislative groups, community college districts in California with on-campus child development laboratory programs make extensive use of public and private schools. Seventy-five colleges reported using public and private schools for student instruction purposes out of 103 colleges reporting. This relationship represents 73% of all community colleges in California. Those colleges not using facilities off-campus tended to be those colleges with above average child development training or laboratory facilities on-campus, the equivalent of being self-contained and/or self-supporting. The factual data indicate a broad and general use of public and private schools for the laboratory training phase for child development in California community colleges. Reporting colleges were quick to report the need for using the public and private schools for providing actual field experiences for trainees. In some cases, after receiving a stint of field work, students are then returned to the campus to evaluate their field work and to provide additional evaluative review of the field experience and obtain latest information on early childhood education before graduation.

Trend Toward Parenting

"Parenthood should not be accidental," a remark made by Dr. Jackson B. Hargis, Dean of Instruction at Porterville College expresses a point-of-view about the importance of a need for parental training and preparation that appeared to be typical.

One college with a strong parenting program, outlined the purposes of the program to be:

1. Parent Education
2. Training Studies
3. Super Model of Early Childhood Education

At Long Beach City College, parents are sent on a court referral basis to receive instruction. Los Angeles City College reports late afternoon classes as being successful. At Mt. San Jacinto, Counseling services are provided for parents, although they may attend classes, but not required to do so. Napa College mentioned a "Recognized need for improving parenting."

The foregoing items are characteristic of the importance and describes one of the most important trends in child development in the California community colleges.

Related Subject Matter Areas

Many students enroll in child development classes to obtain background information supplementing their chosen field of study. Some of the related courses mentioned are:

Allied Health	Literature	Photography
Art	Mathematics	Physical Education
Drama	Nursing	Psychology
Humanities		

New Centers - Present and Future

The following colleges reported new facilities for children. These centers include both child development and child care:

Allan Hancock	Porterville
Citrus	Saddleback
Hartnell	San Jose

The following colleges desire new facilities:

Cerro Coso	Mendocino
El Camino	Napa
Fullerton	Reedley
Glendale	Rio Hondo
Imperial	Siskiyous
Los Angeles, Pierce	

The foregoing lists are not to be considered complete. There are other colleges desiring facilities that have been unable to obtain them. The list demonstrates the general interest now apparent among college personnel.

Overlapping Laboratory Functions

Making a distinction on the basis of child development or child care has been most difficult in some situations. To illustrate:

In some colleges, the campus child development centers (actually child care) are not controlled by the instructional program of the college.

In a second college there is a child care program, but it is used as a child development laboratory.

The overlapping of terminologies, functions, objectives and purposes was evident throughout the study and constitutes a predominant need.

Need for Research

It was suggested by Mrs. Terri Isaac of Santa Rosa College that there is very little "hard core" research in child development.

Advisory Committees

Repeatedly, mention was made of advisory committees as one means of developing interest and support in developing child development programs. One large city in the southern part of the state successfully uses advisory committees that meet several times during the year.

Significance of Child Development

Dr. Robert B. Moore described the Child Development Program at Orange Coast Community College as follows:

The child development program is one of the largest vocational programs at the college, and it should receive more attention.

Terminology

One college suggested that for the community colleges the child development program will have a broader meaning if the term "Early Childhood Studies" were used as a substitute.

Transfer of Credit

There is considerable evidence of the difficulty of some students to transfer from the community colleges to other four-year programs in the universities. There is a definite lack of compatibility and coordination in some areas of the state.

APPENDIX

APPENDIX A

CHILD DEVELOPMENT FUNCTIONS[1]

	Start Center	Course Approval and Program Development	Levy Taxes	Funding Schedules, Fees	Minimum Educational Standards
College	31191 (Title 22) Any admin. authority				
District					
District Governing Board	79120 79121 8250 8320	72233 72234	5321 8328 8329 8330	8329	
Chancellor's Office					
Board of Governors					
State Superintendent of Public Instruction	8204	8100 8240 8245 8256		8249 8251	8202 8248 8256
State Board of Education		8100			8253
Legislature					

[1]Numbers refer to Education Code and Title 22, Social Welfare

BOARD OF GOVERNORS' POSITION STATEMENT REGARDING CHILD DEVELOPMENT INSTRUCTIONAL PROGRAMS

The Board of Governors continues to support the use of state funds to construct laboratories which are essential to the training of students enrolled in Child Development Instructional Programs. Correspondingly, it directs staff to continue recommending for approval proposed capital outlay projects for child development laboratories when these proposed projects are eligible under the Construction Act. (Ed. Code 81800 et seq.) The colleges shall be required to exhaust all possible on-campus facilities before state funds for instructional laboratories shall be approved by the Chancellor's Office.

BOARD OF GOVERNORS' POSITION STATEMENT REGARDING CHILD CARE CENTERS

Recognizing that large numbers of potential community college students are prevented from matriculating in community colleges because they are unable to obtain adequate child care services, and recognizing that it is in the state and national interest for those persons who need such services and who can profit from community college instruction to receive this type of assistance, the Board of Governors shall make every effort to obtain state and federal funding for adequate child care centers for the use of community college students. The colleges shall be required to exhaust all possible on-campus facilities before state funds for child care centers shall be approved by the Chancellor's Office.

Certified Adopted: April 28, 1978

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LOS ANGELES
NOV 16 1978
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